

*U.S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202-6336*

**APPLICATION FOR
EVEN START FAMILY LITERACY PROGRAM GRANT
FOR FEDERALLY RECOGNIZED
INDIAN TRIBES AND TRIBAL ORGANIZATIONS**

CFDA Number: 84.258

**FORM APPROVED
OMB No. 1810-0540
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Closing Date: July 09, 2001

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Doris Sligh, Education Program Specialist
Compensatory Education Programs
Office of Elementary and Secondary Programs
400 Maryland Avenue, SW
Washington, DC 20202-6132
(202) 260-0999
E-mail: doris.sligh@ed.gov

[Date]

Dear Colleague:

The U.S. Department of Education is pleased once again to announce the availability of federal funds under the Even Start Family Literacy Program for grants to federally recognized Indian tribes and tribal organizations.

The purpose of the Even Start Family Literacy Program (Part B, Title I, Elementary and Secondary Education Act (ESEA)) is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families through an integrated family literacy program of early childhood education, adult literacy or adult basic education, and parenting education. These intensive, family-centered educational programs serve children from birth through age seven and their parents who are eligible to participate in an adult basic or adult secondary education program under the Adult Education and Family Literacy Act. The programs involve these families in a cooperative effort to help the parents become full partners in the education of their children and assist the children in reaching their full potential as learners.

Federally recognized Indian tribes and tribal organizations are eligible to apply for these grants, which are for up to four years. The Secretary will select proposals for funding on a competitive basis. More detailed information on submitting an application is attached. Applications must be post-marked or hand-delivered to the Department in accordance with the attached "Transmittal Instructions" by **July 09, 2001**, for consideration. We expect that funding will be available for the selected grantees by October 1, 2001, with the funds available for use through September 30, 2001 for the first budget period. Continuation funding for up to three additional years will be based on the availability of funds and documentation of substantial progress toward the program's goals and objectives of the individual project.

For further information, please contact Doris Sligh, Even Start Program, (202) 260-0999.

Sincerely,

Patricia McKee
Group Leader
Compensatory Education Programs

**Even Start Family Literacy Program
For Federally Recognized Indian Tribes and Tribal Organizations**

TABLE OF CONTENTS

	Page
Introduction	
What is the Even Start Family Literacy Program?	1
General Information	
What agencies are eligible to apply for a grant?	2
What is the deadline to submit applications?	2
How many new grants will the Department award?	2
How much will each grant award be?	2
How long is the project period?	2 - 3
Budget Information	
What is the difference between a project period and a budget period?	3
What budget information must an applicant include in its application?	3 - 4
Is there any matching or cost-share requirement?	4 - 5
Uses of Funds and Project Activities	
How must a grantee use Even Start funds?	5 - 6
May Even Start funds be used for indirect costs?	6
Who is eligible to participate in an Even Start Family Literacy project?	6 - 7
How long may family members continue to participate in Even Start (continuing eligibility)?	7
May families with children 8 years or older participate if they don't qualify under the continuing eligibility provisions?	7
What activities must an Even Start project include?	8 - 9
What evaluation activities must an Even Start project conduct?	10
Applicable Regulations and Cost Principles	
What regulations apply to these grants?	11
What cost principles apply to these grants?	11
Selection Process and Selection Criteria	
How will the Secretary award the grant funds?	12
What selection criteria will the Secretary use for these grants?	12 - 17
Application and Transmittal Instructions	
How should you prepare your application?	18 - 20
How must you transmit your application?	21

ATTACHMENTS

Application and Budget Forms:

- a. Application for Federal Assistance and Instructions (ED 424)
- b. Budget Information – Non-construction Programs (ED 524)

Certifications and Assurances:

- a. Standard Assurances for Non-construction Programs (SF 424B)
- b. Certifications Regarding Lobbying; Debarment, Suspension, and other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80.-0013)
- c. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions (ED 80-0014, 9/90) and Instructions (NOTE: ED 80-0014 is intended for the use of grantees and should not be transmitted to the Department.)
- d. Disclosure of Lobbying Activities (Standard Form LLL) (if applicable) and Instructions. This document has been marked to reflect statutory changes. See the notice published in the Federal Register (61 FR 1413) by the Office of Management and Budget on January 19, 1996.
- e. Notice to All Applicants (Section 427 of the General Education Provisions Act)
- f. Assurances required by Section 14306(a) of the ESEA (20 USC 8856(a))

Reference Materials:

- a. Federal Even Start Family Literacy Program Performance Plan: Objectives and Indicators
- b. Even Start Family Literacy Program Law (Part B, Title I, ESEA)

* * * * *

**Mail one original and two copies of the application
on or before July 09, 2001 to:**

U.S. Department of Education
Application Control Center
Attention: Doris Sligh (CFDA #84.258)
Compensatory Education Programs
Room 3633, Regional Office Building #3
7th and D Streets, SW
Washington, DC 20202-4725

INTRODUCTION

WHAT IS THE EVEN START FAMILY LITERACY PROGRAM?

The purpose of the Even Start Family Literacy Program (Part B, Title I, ESEA) is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education (or English language instruction), and parenting education into a unified family literacy program. This portion of Even Start funding is especially authorized for federally recognized Indian tribes and tribal organizations, and is distributed through a competitive process.

The Assistant Secretary for Elementary and Secondary Education awards grants under the authority of section 1202(a)(1)(C) of the Even Start statute to Indian tribes and tribal organizations for local Even Start projects that—

- Improve the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program;
- Are implemented through cooperative activities that build on high-quality existing community resources to create a new range of services;
- Promote the academic achievement of children and adults;
- Assist children and adults from low-income families to achieve to challenging State content standards and challenging State student performance standards; and
- Use instructional programs based on scientifically based reading research (as defined in section 2252 of the ESEA) and the prevention of reading difficulties for children and adults, to the extent such research is available.

GENERAL INFORMATION

WHAT AGENCIES ARE ELIGIBLE TO APPLY FOR A GRANT?

Federally recognized Indian tribes and tribal organizations are eligible in this competition to apply for a grant for an Even Start Family Literacy Program project.

WHAT IS THE DEADLINE TO TRANSMIT APPLICATIONS?

Applicants must transmit applications for these grants to the U.S. Department of Education on or before **July 09, 2001**. Transmittal instructions are included later in this application package.

HOW MANY NEW GRANTS WILL THE DEPARTMENT AWARD?

The Department estimates that there will be sufficient FY 2001 funds for 6 - 10 new grants after funding continuation awards.

WHAT WILL BE THE AMOUNT OF EACH GRANT AWARD?

The Department estimates that awards will range between \$100,000 - \$200,000 per year. The Department estimates that the average size of an award will be \$175,000 per year.

NOTE: These figures are estimates based upon the Department's past experience. The Department is not bound by any estimates in this notice.

HOW LONG IS THE PROJECT PERIOD?

A project period covers the entire time a project will operate. Applicants propose the length of their project periods, which may last for up to four years (48 months). Generally, applicants propose four-year project

periods. The Department encourages applicants to use up to the first three months as a planning and preparation period to acquire and train staff, screen and recruit eligible families that are most in need of family literacy services, and coordinate the community resources that are necessary to provide an integrated family literacy program of early childhood education, adult education, parenting education, and interactive literacy activities between parents and their children (often called parent and child time (PACT)).

BUDGET INFORMATION

WHAT IS THE DIFFERENCE BETWEEN A PROJECT PERIOD AND A BUDGET PERIOD?

A budget period is each year within a multi-year project period. Before each new budget period, a project must submit an annual performance report showing how the project has made substantial progress toward meeting the goals and objectives it set forth in its approved application. If the Department determines that the project has made substantial progress toward its goals and objectives, the Congress appropriates sufficient funds for the program, and the Department determines that continuation of the project is in the best interests of the Federal Government, then the project will receive funds under a “continuation” grant for the next annual budget period

At the end of a multi-year project period, a grantee may apply for a new grant. All grantees that wish to apply for additional funding at the end of their project periods (up to 4 years) must recompile for funding with new applicants.

WHAT BUDGET INFORMATION MUST AN APPLICANT INCLUDE IN ITS APPLICATION?

You must provide in this application budgetary information for each year of your proposed project period. Forms are included for this purpose in this application. *For each year*, include an amount for all key project components with an accompanying breakdown of any subcomponents.

Include the same information for cash or in-kind contributions that you propose to use to meet the project's matching or cost share requirement described below. Also provide a written justification for all requested amounts.

Budget items can be changed to some degree over the course of a project, so long as the scope and objectives of the project remain the same. Some budget changes require a project to obtain approval by the Department of Education before the change is made. Budget changes requiring prior approval are explained in sections 75.264 and 74.25 of the Education Department General Administrative Regulations (EDGAR).

IS THERE ANY MATCHING OR COST-SHARE REQUIREMENT?

Yes. An Even Start Family Literacy project's funding is comprised of both a Federal portion of funds (Federal share) and a portion contributed by the eligible applicant (local project share). The local share of the project may be provided in cash or in kind and may be obtained from any source, including other Federal programs funded by the ESEA. The Federal share of the project may not exceed –

- 90 percent of the total cost of the project in the first year;
- 80 percent in the second year;
- 70 percent in the third year;
- 60 percent in the fourth year;
- 50 percent in the fifth through eighth years; and
- 35 percent in any subsequent year.

The local project or matching share is the difference between the amount of Federal funding and the total project cost for the year.

<p>NOTE: For example, if the total cost for a project in the first year was \$200,000, and the Federal share was 90% (\$180,000), the amount that the local project would be required to provide (in cash or in-kind contributions) is \$20,000 (\$200,000 - \$180,000 = \$20,000). This \$20,000 is called the “local project share.” If the Federal share in the</p>
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second year was 80% (\$160,000), the local project share would be \$40,000 ($\$200,000 - \$160,000 = \$40,000$).

USES OF FUNDS AND PROJECT ACTIVITIES

HOW MUST A GRANTEE USE EVEN START FUNDS?

Recipients of an Even Start grant for Indian tribes and tribal organizations must use the grant funds (and the local matching or cost share contributions) to provide intensive family literacy services that involve parents and children, from birth through age seven, in a cooperative effort to help parents become full partners in the education of their children and to assist their children in reaching their full potential as learners.

The term “family literacy services” means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- Interactive literacy activities between parents and their children (often called parent and child time (PACT));
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (literacy-based parenting education);
- Parent literacy training that leads to economic self-sufficiency (adult basic or secondary education, or English language training); and
- An age-appropriate education to prepare children for success in school and life experiences (early childhood education, including supplemental services for school-age children).

NOTE: Projects must build on existing community resources to help provide this range of services whenever high-quality appropriate resources are available. For example, if an existing high-quality tribal school has a program for 3- and 4-

year olds, the Even Start project should use those services to provide the early childhood education component for its 3- and 4-year olds to the extent to which they are available

The Even Start project may claim the cost of those services as part of the Even Start project's matching or cost share, to the extent that they are otherwise allowable costs and are not being used to match another Federal grant. To the extent that high-quality resources are not available, the Even Start project may use Even Start funds to provide or supplement those services.

MAY EVEN START FUNDS BE USED FOR INDIRECT COSTS?

No. Grantees may not use Even Start Family Literacy Program funds for the indirect costs of a project. This means that grantees also may not claim indirect costs of a project as part of their matching or local project cost share.

Recipients of an Even Start Indian tribe and tribal organization grant may request the Secretary to waive this limitation. To obtain a waiver, however, the recipient must demonstrate to the Secretary's satisfaction that the recipient otherwise would not be able to participate in the Even Start Family Literacy Program.

WHO IS ELIGIBLE TO PARTICIPATE IN AN EVEN START FAMILY LITERACY PROJECT?

A family is eligible to participate in an Even Start project if:

- The parent (or parents) is eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act, **or** is within the State's compulsory school attendance age range (in which case a local educational agency must provide or ensure the availability of the basic education component), **or** is attending secondary school; **and**

- The child (or children) is younger than eight years of age.

NOTE: Family members of the eligible participants described above, such as extended family, also may participate in appropriate Even Start Family Literacy Program activities.
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HOW LONG MAY FAMILY MEMBERS CONTINUE PARTICIPATE IN EVEN START (CONTINUING ELIGIBILITY)?

Families generally may participate in Even Start Family Literacy Program services until all family members become ineligible for participation. When the parent(s) has achieved his or her educational goals and become ineligible due to educational advancement, the parent(s) may continue participating in appropriate services (parenting education and PACT) until all children in the family reach age eight. In contrast, if all children in a family have reached the age of eight, the family continues to be eligible for two more years until the youngest participating child is 10 years old, or until the parents no longer are eligible for adult education under the Adult Education and Family Literacy Act, whichever occurs earlier.

MAY FAMILIES WITH CHILDREN 8 YEARS OR OLDER PARTICIPATE IF THEY DON'T QUALIFY UNDER THE CONTINUING ELIGIBILITY PROVISIONS?

So long as the focus of the Even Start project remains on serving families with young children, the project may permit families with children 8 years or age or older to participate if the project collaborates with a program under Title I Part A of the ESEA, and funds from the Title I Part A program contribute to paying the cost of the Even Start program.

WHAT ACTIVITIES MUST AN EVEN START PROJECT INCLUDE?

Even Start law requires you to provide the following 15 elements or activities in your Even Start project.

- Projects must identify and recruit families ***most in need*** of services provided under the Even Start Family Literacy Program, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.
- Projects must screen and prepare parents, including teenage parents and children to enable such parents to participate fully in the activities and services provided under this part, including testing, referral to necessary counselling, other developmental and support services, and related services.
- Project design must accommodate participants' work schedules and other responsibilities, including providing support services, when those services are unavailable from other sources but are necessary for participation in the activities of the Even Start program, such as: scheduling and location of services to allow joint participation by parents and children; child care for the period that parents are involved in the project; and transportation to enable parents and their children to participate in the project.
- Projects must provide high-quality, intensive instructional programs that promote adult literacy (adult basic or secondary education or English language training) and empower parents to support the educational growth of their children (parenting education and interactive literacy activities between parents and their children), and developmentally appropriate early childhood educational services, and preparation of children for success in regular school-programs.
- With respect to the qualifications of staff whose salaries are paid in whole or in part with Federal Even Start funds, projects must ensure that—
 - All Even Start instructional staff hired by a project after December 21, 2000, must have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and, if applicable, shall meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program. In addition, by December 2004 projects must ensure that the majority of all instructional staff meet these qualifications. Instructional staff include any staff who are hired to provide instructional services in any of the four core instructional components (early childhood education, adult basic or secondary education, parenting education, and interactive activities between parents and their children).

- By December 2004, all individuals who are responsible for administering Even Start family literacy projects must have received training in the operation of family literacy programs.
 - By December 2004, all paraprofessionals who provide support for the instructional components of and Even Start must have a high school diploma or its recognized equivalent (Section 1205(5), ESEA), and
- Projects must provide special training of staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through the Even Start Family Literacy Program.
 - Projects must provide and monitor integrated instructional services to participating parents and children through home-based programs.
 - Projects must operate on a year-round basis, including providing some program services, instructional and enrichment, during the summer months.
 - Projects must coordinate with programs assisted under other parts of Title I and other programs under the ESEA; relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, the Job Training Partnership Act; the Head Start program, the Bureau of Indian Affairs (BIA), volunteer literacy programs, and other relevant programs.
 - Projects must use instructional programs that are based on scientifically based reading research (as defined in section 2252 of the ESEA (the Reading Excellence Program) for children and adults, to the extent such research is available.
 - Projects must encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
 - Projects must base reading readiness activities for preschool children on scientifically based reading research (as defined in section 2252 of the ESEA), to the extent available, to ensure children enter school ready to read.
 - Projects must, if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes.
 - Projects must serve those families most in need of the activities and services provided by the Even Start Family Literacy Program.
 - Projects must provide for an independent local evaluation of the program to be used for program improvement.

WHAT EVALUATION ACTIVITIES MUST AN EVEN START PROJECT CONDUCT?

The Department conducts a national evaluation of Even Start family literacy projects as required by Section 1209 of the ESEA. Although the current national evaluation is ending in the summer of 2001, a new national evaluation is scheduled to begin in the fall of 2002. The new national evaluation is planned to be based upon gathering data from a sample of Even Start family literacy projects that will be collected by trained contractors.

Each project must conduct an independent local evaluation for program improvement (Section 1205 (15), ESEA). In budgeting for the cost of this independent local evaluation, you may wish to contact potential local evaluators, such as researchers or teachers at local community colleges or universities, to ascertain a typical hourly rate. The most effective local evaluators for Even Start projects often are those who understand the family literacy model, who are able to work with the project as a partner in designing the evaluation, and who will help the project use its evaluation results in an on-going way for continuous program improvement.

The Department has developed a set of performance objectives and indicators for the Even Start Family Literacy Program in accordance with the Government Performance and Results Act (GPRA) that relate to participant outcomes and project management. These objectives and indicators are included in the reference material section of this application package. The Secretary encourages applicants to refer to these objectives and indicators when developing their programs, as the Department uses these objectives and indicators in reporting to the Congress on the overall effectiveness of the program.

APPLICABLE REGULATIONS AND COST PRINCIPLES

WHAT REGULATIONS APPLY TO THESE GRANTS?

The following Education Department General Administrative Regulations (EDGAR) apply to these grants. You may access these regulatory provisions at the following Web site:

<http://ocfo.ed.gov/grntinfo/edgar.htm>

- 34 CFR Part 75 (Direct Grant Programs).
- 34 CFR Part 77 (Definitions that Apply to Department Regulations).
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).
- 34 CFR Part 81 (General Education Provisions Act-- Enforcement).
- 34 CFR Part 82 (New Restrictions on Lobbying).
- 34 CFR Part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).

WHAT COST PRINCIPLES APPLY TO THESE GRANTS?

The cost principles in OMB Circular A-87 apply to these grants. These cost principles, along with the provisions in EDGAR referred to above, contain information about what types of costs are allowable to charge to these Federal grant funds (including to the local project matching or cost share). You may obtain a copy of these cost principles from the contact indicated on the cover page of this application package, or by accessing the following Web site: <http://www.whitehouse.gov/OMB/grants/index.html>

SELECTION PROCESS AND SELECTION CRITERIA

HOW WILL THE SECRETARY AWARD THE GRANT FUNDS?

The Secretary will use the selection criteria below to evaluate applications for grants under this competition. The selection criteria are based upon Even Start statutory provisions, and certain criteria selected from §75.210 of EDGAR. The Secretary has assigned a maximum number of points for each selection criteria, which is indicated in parentheses in the selection criteria section. The maximum composite score for all of the criteria is 100 points.

A panel of at least three experts will review and evaluate each eligible application based upon the selection criteria, and will assign a number of points for each selection criteria. Those points for all of the panel members will be added and then averaged to obtain a total score for the application. The Secretary will prepare a rank order of the applications based upon the evaluation of their quality according to the selection criteria. The Secretary then will consider the information in each application, the rank order of the application, and other factors set forth in §75.217 of EDGAR in selecting applications for awards.

WHAT SELECTION CRITERIA WILL THE SECRETARY USE FOR THESE GRANTS?

The Secretary uses the following selection criteria to evaluate applications for grants under this competition.

- The maximum composite score for all of these criteria is 100 points.
- The maximum score for each criterion is indicated in parentheses.

(1) Meeting the purposes of the authorizing statute. (10 points).

The Secretary considers how well the project will meet the purpose of the Even Start Family Literacy Program for federally recognized Indian tribes and tribal organizations, which under sections 1201 and 1202(a)(1)(C) of

the ESEA is to help break the cycle of poverty and illiteracy by awarding grants for projects that—

- Improve the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program for federally recognized Indian tribe and tribal organization projects that includes the program elements listed on page 11 of this application;
- Are implemented through cooperative projects that build on existing community resources to create a new range of services for Indian tribe and tribal organization projects;
- Promote the academic achievement of children and adults;
- Assist children and adults from low-income families to achieve to challenging State content standards and challenging State student performance standards.
- Use instructional programs based on scientifically based reading research (as defined in section 2252 of the ESEA (the Reading Excellence Program)) and the prevention of reading difficulties for children and adults, to the extent such research is available.

(2) Need for project. (15 points).

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

- The extent to which the project will focus on serving those families in the target community who are the most-in-need of Even Start services, based upon a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.

- The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(3) Significance. (10 points).

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

- The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

(4) Quality of the project design. (15 points).

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points).
- The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (10 points).

<p>NOTE: Even Start projects must build on existing high-quality community resources and coordinate with other programs, including other programs funded under the Elementary and Secondary Education Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1998, Head Start, the Bureau of Indian Affairs (BIA), volunteer literacy programs, and other relevant programs.</p>

Quality of project services. (15 points).

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

- The likely impact of the services to be provided by the proposed project on the intended recipients of those services.
- The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

NOTE: Projects must provide "high-quality, **intensive** instructional programs" in the three core instructional areas (early childhood education, adult education and parenting education. The Even Start National Evaluation shows that there is a clear relationship between the amount of instructional service offered in all of the core services and the amount received – that is, when participants have more hours to choose from, they take advantage of that available instruction. In addition, the first National Evaluation showed that adults and children with high levels of participation in Even Start's core services had larger learning gains than those with low levels of participation.

(5) Quality of project personnel. (10 points).

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

- The qualifications, including relevant training and experience, of key project personnel.

NOTE: The National Evaluation shows that Even Start staff who provide instruction are well-educated and experienced – 76% have at least a Bachelor’s degree, over half have at least six years of post-high school education, and over half have at least six years of experience.

(6) Adequacy of resources. (5 points.)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

NOTE: The Even Start law requires grantees to provide an increasing local project share over the grant period (at least the following amounts: 10% in the first year, 20% in the second year, 30% in the third year, 40% in the fourth year, 50% in the fifth through eighth years, and 35% thereafter. The law does not permit indirect costs to be included in the budget, either as a part of the federal funding or for the local project’s share or match, unless a project requests and qualifies for a waiver of that requirement.

- The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

NOTE: The National Evaluation shows that the average cost of providing Even Start services per family (from all sources, including the local project share or match) in 1996-97 was approximately \$5,000. The National Evaluation also shows that more intensive services benefit participants both in terms of increased participation and better educational outcomes.

(7) Quality of the management plan. (10 points).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(8) Quality of project evaluation. (10 points).

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

This is the end of the selection criteria.

* * * * *

APPLICATION AND TRANSMITTAL INSTRUCTIONS

HOW SHOULD YOU PREPARE YOUR APPLICATION?

(1) First, and very importantly, **read carefully** the description of the Even Start Family Literacy Program (p. 1 of this application), the required program activities and elements (pp. 8 – 9 of this application), and the selection criteria the Secretary will use to evaluate applications (pp. 12 - 17 of this application). Then consider the educational needs and resources for families with young children in your community. Finally, design a family literacy project with goals and objectives that meet the description of the program, the needs of your families, and contains the required program activities and elements (pp. 8 – 9).

(2) Second, prepare an Application Narrative. In that Narrative, explain clearly each function and activity for which you are requesting funds, and how that function or activity relates to your proposed project's goals, objectives, and outcomes. Begin with a one-page Abstract summarizing the proposed project. Then describe the proposed project in light of each of the selection criterion that the reviewers will be evaluating the project against. The Secretary encourages you to limit the application narrative to no more than 20 double-spaced, single-sided, typed pages. You may include supplemental materials in a separate appendix.

NOTE: *IN THE NARRATIVE . . .*

You may prepare the Application Narrative and address the selection criteria in this application package in any way that you wish. However, the Secretary believes that high-quality applications will likely include applications that do the following:

- Tell the story of the proposed project in the active voice so reviewers will know who will be responsible for each of the key activities and tasks. (For example, say “The adult

education instructor will recruit and screen . . .” rather than “Participants will be recruited and screened”)

- Explain who is going to do what, including both key staff and outside providers.
- Identify outside programs that will be providing key services and activities, which key services and activities they will be providing, and include documentation of their commitment to provide those activities.
- Make sure that the Application Narrative is internally consistent. (For example, make sure that the proposed activities are tied to the needs identified in the application, and there is a general connection between the goals, the management plan, and the evaluation.)
- Address each and every selection criterion, either in the order in which they appear in the application notice, or by pointing out specifically -- at one place in the application -- where the application addresses each criterion.

(3) Third, in response to the attached "Notice to all Applicants": include in your application (a) a reference to the portion of the application in which information appears as to how the applicant is addressing steps to promote equitable access and participation; or (b) a separate statement that contains that information.

(4) Fourth, complete, sign as appropriate, and include in your application the following documents:

- Application for Federal Assistance (ED Form 424) (attached)
- Budget Information – Non-Construction Programs (ED Form 524) (attached)
- Application Narrative, with one page Abstract
- Standard Assurances for Non-construction Programs (SF 424B)

- Certifications Regarding Lobbying; Debarment, Suspension, and other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013) (attached). (The attached Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—**Lower Tier** Covered Transactions (Form ED 80-0014, 9/90, is strictly for the use of grantees and not for transmittal to the Department.)
- Disclosure of Lobbying Activities (Standard Form LLL) (if applicable) (attached).
- A copy of the signed set of assurances specified in section 14306(a) of the ESEA (20 USC 8856(a)) (attached) that the applicant has filed with its SEA and that is applicable to this grant application.
- Any other pertinent information that might assist the Secretary in reviewing the application.

You may submit photostatic copies of the application, budget forms, assurances, and certifications. **However, the application form (ED Form 424), assurances, and certifications must each have an original signature.** The Secretary can not award a grant unless a completed application form, including all signed assurances and certifications, has been received.

TRANSMITTAL INSTRUCTIONS

HOW MUST YOU TRANSMIT THE APPLICATION?

1. You must transmit the application as follows:

- a. Mail the original and two copies of the application on or before the deadline date to the following address; or
- b. Hand deliver the original and two copies of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date to the following address:

U.S. Department of Education
Application Control Center
Attention: Doris Sligh (CFDA #84.258-02)
Compensatory Education Programs
Room 3633
Regional Office Building #3
7th and D Streets, SW
Washington, DC 20202-4725

2. You must show **one** of the following as proof of mailing:

- a. A legibly dated U.S. Postal Service postmark.

[The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.]

- c. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- d. A dated shipping label, invoice, or receipt from a commercial carrier.
- d. Any other proof of mailing acceptable to the Secretary.

[NOTE: If you mail the application through the U.S. Postal Service, the Secretary does **not** accept either of the following as proof of mailing: (1) a private metered postmark; or (2) a mail receipt that is not dated by the U.S. Postal Service.]

3. The Application Control Center will mail a Grant Application Receipt Acknowledgment to each applicant. If you do not receive the notification of application receipt within 15 days from the date you mailed the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9494.
4. You **must** indicate on the envelope and—if not provided by the Department—in Item 10 of the Application for Federal Assistance (Standard Form 424) the CFDA number—and suffix letter, if any—of the competition.

APPLICATION AND BUDGET FORMS

- a. ED Form 424: Application for Federal Assistance and Instructions
- b. ED Form 524: Budget Information – Non-construction Programs

CERTIFICATIONS AND ASSURANCES

- a. Standard Form 424B: Standard Assurances for Non-construction Programs
- b. ED Form 80-0013: Certifications Regarding Lobbying; Debarment, Suspension, and other Responsibility Matters; and Drug-Free Workplace Requirements
- c. ED Form 80-0014: Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions and Instructions (NOTE: ED 80-0014 is intended for the use of grantees and should not be transmitted to the Department.)
- d. Standard Form LLL: Disclosure of Lobbying Activities (if applicable) and Instructions. This document has been marked to reflect statutory changes. See the notice published in the Federal Register (61 FR 1413) by the Office of Management and Budget on January 19, 1996.
- e. Section 427 (of GEPA) Notice to All Applicants
- f. Section 14306(a) (of the ESEA) Assurances

REFERENCE MATERIALS

- a. Federal Even Start Family Literacy Program
Performance Plan: Objectives and Indicators
- b. Even Start Family Literacy Program Law (Part
B, Title I, ESEA)

